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ABSTRACT

The attitudes and values of the present generation of Miami University undergraduates were studied, and the shifts that have taken place in the viewpoints of incoming freshmen at the institution during this decade are traced. Five types of values were examined: personal values and commitments, political and economic beliefs, social attitudes, religious beliefs, and perceptions of student power. Two sets of data were used: selected results from the 1977 and 1971 surveys of freshmen sponsored by the American Council of Education (ACE) and the findings of a separate, more detailed survey of the opinions of the overall Miami University student body. The ACE-sponsored research is an ongoing longitudinal analysis of freshmen conducted by Alexander Astin and colleagues at the University of California at Los Angeles. At Miami University, a separate instrument was developed containing indices and questions that correspond to the values categories. A description of the indices, and the methodology used to construct them, is appended. Respondents' demographic characteristics are also considered. (SW)

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STUDENT LIFE RESEARCH SERVICE

Survey Report

Student Values at Miami

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Report Prepared by: Michael J. Keller

The Office of Program Development

Miami University

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INTRODUCTION

The values of American college students have been of great interest to educators and social scientists. This is reflected by the extensive amount of research which has been done on this subject and the number of studies which have attempted to measure attitude and value change at particular colleges over a period of years. Among the most prominent of the trend analyses are the Cornell Values Study in 1952 (and replications of this survey at Dartmouth in 1968 and Michigan in 1969), application of the Allport-Vernon-Lindsey Study of Values, the ongoing longitudinal analysis of freshmen conducted by Alexander Astin and colleagues at UCLA under the auspices of the American Council on Education, and the series of research projects on the opinions of American youth carried out by Daniel Yankelovich, Inc. since 1967. The present report was designed to explore the attitudes and values of the present generation of undergraduates at Miami, and to trace the shifts which have taken place in the viewpoints of incoming freshmen at this institution during this decade. Two sets of data were used: selected results from past Astin surveys and the findings of a Student Life Research study. The information may help University faculty and staff members to better understand the thinking of their students — values which may well shape the campus environment of the early 1980s.

Five types of values were examined in this report: personal values and commitments, political and economic beliefs, social attitudes, religious beliefs, and perceptions of student power. In order to determine whether and to what degree the values of Miami students have changed in any of these areas in the past several years, data from the Astin survey of freshmen were employed. Responses to the questionnaire items from the 1977 study were compared, by sex and overall, to those from the 1971 survey. In addition, the views of Miami freshmen in each year were contrasted with those expressed by a national composite of first-year students. More than 80 percent of Miami's freshman class in each year took part in the study which is administered here by staff members of the Counseling Service and the Office of Residence Learning.

To supplement these findings and to obtain more detailed information about the current student body, a separate instrument was developed containing indices and questions which corresponded to the values categories mentioned above. A description of the indices, and the methodology used to construct them, is in Appendix A. Accompanying the presentation of the overall results is an examination of the findings on the basis of the respondents' demographic characteristics. A one-way analysis of variance was employed to determine whether there were any major differences between the way in which students with different background characteristics responded to the indices, and a chi square test was used to identify variations between the answers to individual questions and the demographic data. Only those relationships which were statistically significant to the .05 level were reported.

A computer-generated random sample of 501 Miami undergraduates, representing 4 percent of the undergraduate population on the Oxford campus during the Spring semester of 1978, were selected to complete the survey instrument described in the preceding paragraph. Respondents were individually administered the questionnaire by interviewers of the Student Life Research Service between March 28 and April 22, 1978. Participants were guaranteed that their answers to the survey would be anonymous. Usable returns were obtained from 397 students for a response rate of 78 percent. Computer processing for this study was performed by Tucker Barnhart, formerly of Computer and Management Systems Services.

Characteristics of Survey Respondents. Because a heavy majority of Miami freshmen completed the Astin survey in 1977 and 1971, the results from these studies were virtually free from sampling error. This was not the case, however, for the survey conducted by the Student Life Research Service, and therefore it was necessary to determine how representative the sample was of the undergraduate population on the Oxford campus. To accomplish this, a comparison was made between the make-up of the respondent group and the undergraduate student body on the basis of three characteristics: academic division, sex, and class rank. A total breakdown of the demographic information about the survey participants can be found in Appendix B.

Table 1. Comparison of Selected Sample Characteristics of Students With Those of the Campus Population

Characteristic	Sample (N=397)	Population (N=13,065)
Sex		
Male	48%	50%
Female	52	50
Academic Division		
Arts and Sciences	44%	40%
Business	24	24
Education	21	22
Fine Arts	4	7
Applied Science	5	6
Interdisciplinary Studies (Western program)	3	2
Class Rank		
Freshman	31%	27%
Sophomore	22	26
Junior	27	25
Senior	20	22

In terms of these three traits, the students who took part in the project fairly closely matched their campus counterparts. A slightly higher percentage of women and a lower percentage of men completed the survey than would have been expected from their actual proportion in the population. Students in the College of Arts and Sciences were overrepresented in the sample, while Fine Arts majors were underrepresented. There were somewhat more freshmen and juniors and somewhat fewer sophomores and seniors in the respondent group than exists in the undergraduate student body.

I. PERSONAL VALUES AND COMMITMENTS

The Astin survey asks freshmen to rate the importance of a variety of life goals to them. The responses to these items seem to demonstrate that the freshman class of 1977, both at Miami and elsewhere, was more concerned with their material well-being and personal status, and less interested in idealistic matters, than were their counterparts of a few years ago.

Table 2. Percentage of Members of the 1977 and 1971 Freshman Classes at Miami, By Sex, Who Considered Certain Objectives to be Essential or Very Important To Them

		Male	Female	All Freshmen
Becoming an authority in my field	1977	83%	75%	78%
	1971	66	61	63
Developing a meaningful philosophy of life	1977	63	70	67
	1971	84	89	87
Raising a family	1977	66	67	66
	1971	72	86	79
Helping others who are in difficulty	1977	57	71	65
	1971	58	76	67
Being very well off financially	1977	65	45	55
	1971	55	29	42
Keeping up to date with political affairs	1977	57	51	54
	1971	63	61	62
Obtaining recognition from colleagues for contributions to my special field	1977	56	47	51
	1971	47	38	42
Being successful in a business of my own	1977	53	38	45
	1971	54	26	40
Having administrative responsibility for the work of others	1977	43	36	39
	1971	32	20	25
Participating in a community action program	1977	29	39	35
	1971	27	36	32

Table 2 - continued.

		Male	Female	All Freshmen
Influencing social values	1977	32	36	34
	1971	33	36	34
Becoming involved in programs to clean up the environment	1977	30	27	29
	1971	35	33	34
Influencing the political structure	1977	28	18	23
	1971	27	14	20

Table 3. Percentage of Members of the 1977 and 1971 Freshman Classes, Both at Miami and Nationwide, Who Considered Certain Objectives To Be Essential Or Very Important To Them

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
Becoming an authority in my field	78%	78%	63%	62%
Developing a meaningful philosophy of life	67	64	87	85
Raising a family	66	57	79	70
Helping others who are in difficulty	65	65	67	64
Being very well off financially	55	57	42	44
Keeping up to date with political affairs	54	48	62	58
Obtaining recognition from my colleagues for contributions to my special field	51	52	42	43
Being successful in a business of my own	45	47	40	45
Having administrative responsibility for the work of others	39	34	25	24
Participating in a community action program	35	31	32	31
Influencing social values	34	31	34	34
Becoming involved in programs to clean up the environment	29	30	34	33
Influencing the political structure	23	18	20	19

Being an authority in one's field, obtaining recognition from colleagues, having administrative responsibility, being secure financially, and being successful in one's own business are goals which have increased in importance among first-year students since 1971. The sharp drop in the percentage of women at Miami who stressed the importance of raising a family and the jump in the proportion of women who were interested in financial well-being may reflect the impact of the Women's Movement. Despite the decline in the emphasis on raising a family, a greater percentage of freshmen of both sexes at Miami felt that this was a key goal than did students at other institutions. The dwindling idealism of freshmen is demonstrated most vividly by the decreasing proportion of students who consider the development of a philosophy of life to be an essential or very important objective. However, this trend is also exemplified by the fewer number of 1977 freshmen who were interested in keeping up with political affairs or being involved in a cleanup of the environment. Nonetheless, it should be noted that a higher percentage of Miami's first-year students were concerned with political affairs than were freshmen elsewhere. Both at Miami and nationally, male students were clearly more materialistic and status-oriented and women more idealistic in terms of their ratings of the above objectives.

Participants in the Astin study also were asked to indicate how likely they will be to do certain things associated with their collegiate or career objectives.

Table 4. Percentage of Members of the 1977 and 1971 Freshman Classes At Miami, By Sex, Who Thought There Was a Very Good Chance That They Would Do Certain Things Associated With Their Collegiate and Career Goals

		Male	Female	All Freshmen
Change major field	1977	17%	19%	18%
	1971	23	23	23
Change career choice	1977	17	21	19
	1971	25	24	25
Graduate with honors	1977	14	8	11
	1971	4	4	4
Join a social fraternity, sorority or club	1977	25	38	32
	1971	28	39	34
Be elected to an academic honor society	1977	10	10	10
	1971	3	3	3
Make at least a "B" average	1977	49	42	46
	1971	33	35	34
Have to work at an outside job during college	1977	11	15	13
	1971	22	29	25

Table 4 - continued.

		Male	Female	All Freshmen
Seek vocational counseling	1977	4%	11%	8%
	1971	11	17	14
Seek individual counseling on personal problems	1977	4	5	4
	1971	8	7	8
Drop out of this college temporarily	1977	1	2	2
	1971	1	2	1
Drop out permanently	1977	1	1	1
	1971	*	1	1
Transfer to another college before graduating	1977	7	9	8
	1971	10	12	11
Be satisfied with your college	1977	57	71	64
	1971	61	72	67
Find a job after graduation in the field for which you were trained	1977	72	74	73
	1971	57	57	57
Get married within a year after college	1977	17	21	19
	1971	23	35	29

* Less than 1 percent.

Table 5. Percentage of Members of the 1977 and 1971 Freshman Classes, Both At Miami and Nationwide, Who Thought There Was A Very Good Chance That They Would Do Certain Things Associated With Their Collegiate And Career Goals

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
Change major field	18%	16%	23%	21%
Change career choice	19	16	25	22
Graduate with honors	11	14	4	5
Join a social fraternity, soroity or club	32	22	34	25
Be elected to an academic honor society	10	10	3	3
Make at least a "B" average	46	48	34	31
Have to work at an outside job during college	13	21	25	31
Seek vocational counseling	8	8	14	13
Seek individual counseling on personal problems	4	4	8	6
Drop out of this college temporarily	2	1	1	1
Drop out permanently	1	1	1	*
Transfer to another college before graduating	8	8	11	9
Be satisfied with your college	64	58	67	68
Find a job after graduation in the field for which you were trained	73	70	57	57
Get married within a year after college	19	15	29	22

* Less than 1 percent.

Last year's freshmen, both at Miami and at other institutions, seemed more optimistic about their chances for achieving academic excellence in college, more confident in their selection of a career and academic major, and more hopeful about the prospect of finding employment in their chosen field than were first-year students in 1971. Fewer members of the 1977 freshman class thought that they would change their major field, switch their career choice or seek vocational counseling. Despite the continued publicity about the tightening job situation in the professions and unemployment among college graduates, there has been a sharp increase since 1971 in the percentage of first-year students who believe they have a very good chance to find a position in their area of specialization. As in 1971, only a small fraction of last year's freshmen predicted that they would transfer to another college, and even fewer thought they would drop out altogether. If the attrition rates of the past are a guide, however, the crystal balls of many students are inaccurate on this matter. Although the percentage of freshmen who expected that they would be satisfied with college has declined in the last six years, this trend has been less marked at Miami than at schools nationwide. Incoming students at this institution, especially women, were more optimistic that they would be pleased with college life.

The proportion of freshmen who believed that they would graduate with honors, be elected to an honor society, and make at least a "B" average was higher in 1977 than earlier in the decade. This can perhaps be explained by the inflationary spiral in high school grading and the confidence which this may give students about their ability to perform well in college. Indeed, whereas less than a fourth of Miami's freshman class of 1969 indicated that they had an A or A- average in high school, nearly half of last year's entering students reported having achieved this grade level. And more than two-thirds of the respondents in the 1977 Astin survey agreed that grading in high school is too easy.

Two other findings of interest: First, the percentage of Miami freshmen who estimated that they would have to take an outside job while in college has been consistently below the figures for their counterparts nationally, and the proportion of these "working" students has decreased since 1971. Second, Miami freshmen, particularly women, are more attracted to Greek-letter organizations than are students at most other colleges and universities. About one-third of the first-year students at Miami have predicted they would join a social fraternity or sorority (an accurate forecast in practice), compared to one-fourth of the freshmen nationally.

In order to assess further the priorities which Miami undergraduates place on certain values, participants in the Student Life Research survey were asked to judge how important a variety of factors are to their lives.

Table 6. Importance of Certain Personal Goals to Miami Students

	Not Important	Somewhat Important	Very Important
Friendship	1%	10%	89%
Your career or occupation	1	18	81
Family relationships	2	18	80
Your love life	3	25	72
Your educational development	1	32	67
Leisure-time recreational activities	1	34	65
Your monetary income	8	59	33
Religious beliefs and activities	25	37	37
Participation in activities directed toward national or international betterment	21	56	22
Participation in the affairs of your community	18	63	19

An overwhelming proportion of students viewed friendship, their career, and family relationships as central to their lives, and a sizeable percentage considered their love life, educational development and leisure-time activities to be very important. There was a statistically significant difference between the responses of men and women to a majority of the items on the above table. A slightly greater percentage of female students rated the following values as very important: family relationships (86% to 75%), friendship (93% to 84%), educational development (71% to 62%), participation in community affairs (24% to 15%), and religious beliefs and activities (42% to 34%). More male students, however, deemed monetary income (43% to 29%) and participation in activities aimed at national and international betterment (27% to 17%) as very important to their lives. The responses of Miami students to the monetary income item varied on the basis of several demographic categories in addition to sex. In sharp contrast to undergraduates from every other academic division, a majority of business students (52%) considered financial income to be a very important life goal. Income was also viewed as a key value by a greater percentage of Greek-letter organization members (43%), fraternity house residents (67%), and Republicans (41%). The comparatively small number of students who selected monetary income as a very important part of their lives is consistent with a recent Gallup survey on social values, which found that 7 of 10 Americans would welcome less emphasis on money —— a departure from conventional views on this subject.

Students who transferred to Miami were more prone than other undergraduates to rate participation in community affairs and involvement in activities directed at national or international betterment as very important aspects of their lives. As one might anticipate, the more ambitious respondents' degree aspirations, the more likely it was that they deemed their career and educational development to be central to their lives. Another non-surprising finding was that a larger percentage of students who did not profess to belong to any of the three major religious faiths considered religious beliefs and activities to be not important.

To obtain further insight into the way in which Miami undergraduates order their personal values, participants in the Student Life Research Service survey were administered a version of seven of the 12 indices developed by William Scott for his 1965 study of fraternity and sorority members. These indices were designed to measure the importance which students placed on intellectualism, social skills, group loyalty, academic achievement, physical development, status, and creativity. Each index consisted of between three and six statements representing certain personal characteristics; respondents were asked to indicate the degree to which they admired these traits in other people. Tables 7 to 13 contain the percentage breakdown for the individual items in each index as well as the grand mean for the overall indices. The mean scores could range from 4 (designating complete admiration) to 1 (complete lack of admiration).

Table 7. Degree To Which Miami Students Admire Certain Traits Associated With Intellectualism

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Having a keen interest in international, national and local affairs	3%	9%	55%	33%
Having a strong intellectual curiosity	1	7	45	47
Developing an appreciation of fine arts (music, drama, literature and ballet)	3	13	47	37
Having an active interest in all things scholarly	4	23	56	17
Being an intellectual	8	28	51	13

Grand mean = 3.12

Table 8. Degree To Which Miami Students Admire Certain Traits Associated With Social Skills

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Being well mannered and behaving properly in social situations	2%	10%	42%	46%
Being able to get people to cooperate with oneself	3	9	38	51
Being poised, gracious and charming under all circumstances	5	21	47	28
Being able to get along with all kinds of people	1	4	25	69
Being highly popular with members of the opposite sex	7	23	53	17
Dressing and acting in a way that is appropriate to the occasion	4	17	50	29

Grand mean = 3.22

Table 9. Degree To Which Miami Students Admire Certain Traits Associated With Group Loyalty

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Defending the honor of one's group whenever it is unfairly criticized	2%	9%	39%	50%
Working hard to improve the status and prestige of one's group	4	18	51	28
Helping to organize group activities	2	12	58	28
Treating an attack on one's group like an attack on oneself	13	32	36	19
Concealing from outsiders one's dislikes and disagreements with fellow members of the group	15	36	36	13

Grand mean = 2.95

Table 10. Degree To Which Miami Students Admire Certain Traits Associated With Academic Achievement

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Studying hard to get good grades in school	3%	11%	53%	33%
Working hard to achieve academic honors	5	14	57	24
Striving to get the top grade-point average in one's class	13	29	46	11

Grand mean = 2.90

Table 11. Degree To Which Miami Students Admire Certain Traits Associated With Physical Development

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Being graceful and well coordinated in physical movements	3%	14%	46%	38%
Taking good care of one's physical self	1	6	34	59
Being good in some form of sport	4	13	50	34
Developing physical strength and agility	6	17	51	25

Grand mean = 3.21

Table 12. Degree To Which Miami Students Admire Certain Traits Associated With Status

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Being respected by people who are themselves highly regarded	3%	11%	43%	43%
Gaining recognition for one's achievements	5	13	46	36
Being in a position to mold the lives of others	15	24	42	19
Showing great leadership qualities	3	8	47	43

Grand mean = 3.12

Table 13. Degree To Which Miami Students Admire Certain Traits Associated With Creativity

	Do Not Admire	Admire Very Little	Admire Somewhat	Admire Very Much
Being able to create beautiful and artistic objects	2%	12%	33%	54%
Developing new and different ways of doing things	1	9	44	46
Developing new ways of approaching life	4	15	46	35
Inventing gadgets for the fun of it	8	27	45	21
Devoting one's entire energy to the development of new theories	18	41	31	11

Grand mean = 3.02

Of these particular values, Miami students had the greatest regard for social skills and physical development (as demonstrated by the respective grand means of 3.22 and 3.21) and had the least concern for group loyalty and academic achievement (2.95 and 2.90 respectively). Regardless of the comparisons, a strong majority of Miami undergraduates admired each of these values. In addition, the overall results obscure some interesting differences between demographic subgroups. Women students valued social skills, intellectualism, and academic achievement more than did men. Social skills and academic achievement also were more highly prized by Greek organization members than by independents. Although this emphasis on academic accomplishment appears to contradict the popular reputation of sororities and fraternities as one of the least scholastically-oriented features of the campus culture, it should be noted that the finding is apparently only true for those Greek organization members who do not live in a fraternity house. Fraternity house residents had a considerably lower regard for academic achievement, intellectualism, social skills and physical development than did students living elsewhere (especially those in residence halls). There was little variation between the mean scores of Greeks and Independents (or fraternity house residents and other students) in the group loyalty index. The only significant difference between the values orientation of undergraduates from different academic fields was on intellectualism; social science and humanities majors attached greater worth to this value than did natural science, business and education students. Class rank also did not produce many variations in the values emphasis of students, although sophomores and particularly freshmen placed a greater premium on academic achievement than did juniors and seniors. The value of scholastic accomplishment was related to one additional demographic characteristic: the stronger the educational background of a student's parents, the more he or she tended to admire this particular trait.

II. POLITICAL AND ECONOMIC BELIEFS

If ideological labels are any guide to the political orientation of students, a higher proportion of last year's freshman class (both nationwide and at Miami) described themselves as "middle of the road" than was true of first-year students in 1971. This shift was particularly evident among women.

Table 14. Political Orientation Of Members Of The 1977 And 1971 Freshman Classes at Miami and Nationwide

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
Far left	1%	2%	2%	3%
Liberal	24	28	31	32
Middle-of-the-road	51	53	40	41
Conservative	23	17	25	21
Far right	1	1	2	2

Although this apparent increase in the number of "moderates" on campus could reflect a return to political normalcy after the heated Vietnam era, one must be extremely careful in interpreting words like "liberal" or "moderate" since their meaning can vary with respect to certain issues over a number of years. Whereas the proportion of liberals and conservatives nationwide remained fairly constant during the decade, there was a relatively sharp decline in the strength of the political "left" at Miami. One-third of the freshmen in the 1971 class described themselves as far left or liberal, compared to only one-fourth of last year's students. Indeed, while liberals easily outnumber conservatives among freshmen at most colleges throughout the country, the two are about equal at Miami.

The diminution of liberal fervor among entering college students may be reflected in the responses to several statements in the Astin survey. Although a heavy majority of freshmen indicated that they favored more vigorous government action in the area of pollution and consumer protection (a liberal position), the percentage was smaller than those supporting this stance earlier in the decade. An even more dramatic shift to the political right occurred in the views of freshmen on so-called "law-and-order" issues. Whereas only a minority of the first-year students in 1971 agreed with the statement, "There is too much concern in the courts for the rights of criminals," more than 60 percent of the participants in last year's study concurred with it. And the idea that the wealthy should pay more taxes has been less popular among Miami freshmen throughout this decade than among their counterparts nationwide.

Table 15. Percentage Of Members Of The 1977 And 1971 Freshman Classes At Miami, By Sex, Who Agreed With Statements Pertaining To Politics

		Male	Female	All Freshmen
The Federal government is not doing enough to control environmental pollution	1977	78%	82%	80%
	1971	93	93	93
The Federal government is not doing enough to protect the consumer from faulty goods and services	1977	65	70	68
	1971	82	81	82
There is too much concern in the courts for the rights of criminals	1977	67	60	63
	1971	51	41	46
People should not obey laws that violate their personal values	1977	31	25	28
	1971	31	29	30
Wealthy people should pay a larger share of taxes than they now do	1977	65	65	65
	1971	70	68	69

Table 16. Percentage Of Members Of The 1977 And 1971 Freshman Classes, Both At Miami And Nationwide, Who Agreed With Statements Pertaining To Politics

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
The Federal government is not doing enough to control environmental pollution	80%	82%	93%	92%
The Federal government is not doing enough to protect the consumer from faulty goods and services	68	69	82	79
There is too much concern in the courts for the rights of criminals	63	61	46	46
People should not obey laws that violate their personal values	28	31	30	33
Wealthy people should pay a larger share of taxes than they now do	65	73	69	75

To provide a more complete picture of the political beliefs of Miami undergraduates, the sample of students in the Student Life Research Service survey was administered four indices, measuring politico-economic conservatism to radicalism, civil liberties, internationalism, and pacifism.

The Conservatism-Liberalism-Radicalism Index consisted of the 10 items in Table 17, and was designed to distinguish among persons of differing political and economic persuasions. A student could obtain a grand mean score for the index of 1 (perfect conservative) to 4 (perfect radical). The grand mean for the total student body was 2.41.

Table 17. Degree To Which Miami Students Agree or Disagree With Items On The Conservatism-Liberalism-Radicalism Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
Profits of the great industries should be rigidly controlled by the federal government	18%	46%	27%	10%
The government ought to guarantee that everyone has a secure job and a good standard of living	12	42	35	11
Labor does not get a fair share of what it produces	11	45	35	9
Private enterprise, with an absolute minimum of governmental control, is the best way to assure full productivity in our country	11	33	49	8
Congress is too ready to pass laws that interfere with business freedom	7	29	58	6
To ensure adequate care of the sick, we need to drastically change the present system of privately controlled medical care	6	33	45	16
All individuals who are intellectually capable of benefiting from a college education should get one - at public expense if necessary	10	28	47	15
Wages and salaries would be fairer and there would be fewer people out of work if the government nationalized our large industries	25	41	28	6
Business is too concerned with profits and not with public responsibility	5	27	52	16
A larger proportion of the federal budget should be allocated to social welfare programs	14	40	32	14

The responses of students to the individual items within this index bear out that most Miami undergraduates support the capitalist system and oppose sweeping government involvement in regulating the economy. A majority of students appear to oppose federal control of profits, nationalization of industry and government-guaranteed employment. Most survey participants also believed that Congress is too ready to pass laws that interfere with business freedom.

This does not mean, however, that students idolize the business community; more than two-thirds of the respondents thought that business is overly concerned with profits and not with public responsibility. Although a sizeable portion of the student body supported a drastic change in our system of medical care and a publicly-guaranteed college education for all persons who are intellectually qualified ("liberal" positions which would prove costly to implement), a majority of undergraduates disapproved of the idea of allocating a larger percentage of the U.S. budget to social welfare programs. Business and natural science majors tended to be considerably more conservative than the overall student body in their political and economic attitudes, and humanities, social science and education majors more liberal. Not surprisingly, Republicans also were more conservative than Democrats and Independents on this dimension, a finding which lends credence to the validity of the index.

The attitude of Miami undergraduates toward free speech and procedural rights is measured by the items of the Civil Liberties Index in Table 18. All of these statements, except the last one, were drawn from a 1954 study by Herbert McCloskey on popular and elite consensus about the American democratic ideology. The index was designed to distinguish between persons with a strong civil liberties orientation (at least on free speech and criminal due process matters) and those with a weak one. A perfect "pro-civil liberties" score on the index is a grand mean of 1, while a perfect "anti-civil liberties" score is 4. The entire student body achieved a grand mean of 2.11 — considerably closer to the "pro" position.

Table 18. Degree To Which Miami Students Agree Or Disagree With Items On The Civil Liberties Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
I would not trust any person or group to decide what opinions can be freely expressed and what must be silenced	4%	19%	36%	42%
Freedom does not give anyone the right to teach foreign ideas in our schools	33	51	13	3
A person should not be allowed to speak if he doesn't know what he is talking about	29	54	12	5
A book that contains wrong political views does not deserve to be published	43	45	10	3
When the country is in great danger, we may have to force people to testify against themselves even if it violates their rights	37	42	18	3
If a person is convicted of a crime by illegal evidence, he should be set free and the evidence thrown out of court	7	37	42	15
If someone is suspected of treason or other serious crime, he should not be let out on bail	4	28	52	16
It is unwise to give people with dangerous social and economic views a chance to be elected	23	50	23	5
There is too little concern in our society for law and order and too much concern for the technicalities of civil liberties	8	39	42	11

An examination of the responses to the individual statements, however, reveals that Miami undergraduates are strong civil libertarians when it comes to free speech but are considerably less devoted on due process matters. A heavy majority of students supports the free speech position on each of the statements related to this issue in the index. Of the four items in the index pertaining to procedural rights, students sided with the "pro" civil liberties stance twice. More than two-thirds of the respondents agreed that someone suspected of treason or other serious crime should not be let out on bail, and a majority concurred with the statement, "There is too little concern in our society for law and order and too much concern for the technicalities of civil liberties." In addition, a sizeable proportion of survey participants (44%) disagreed with the idea that a person convicted of a crime by illegal evidence should be set free.

A 32-item Worldmindedness Scale was developed by D. L. Sampson and H.P. Smith in 1957 to determine the degree to which certain subjects had an international rather than a national frame of reference. Nine items representing the various subscales of this instrument —— religion, immigration, government, economics, patriotism, race, education and war — were administered to the sample of Miami students. A grand mean score of 1 on this index represented a perfect "nationalistic" outlook, while a score of 4 reflected a perfect "internationalistic" perspective. Miami students fell exactly equidistant between these extremes, with a grand mean score of 2.50. This centrist position is reflected by the responses in the table below: a majority of undergraduates concurred with the nationalistic position on five of the statements, with the internationalistic stance on four. Agreement with the items preceded with an asterisk designates a nationalistic opinion.

Table 19. Degree To Which Miami Students Agree Or Disagree With Items On The Worldmindedness Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
* Our country should have the right to prohibit certain racial and religious groups from entering it to live	51%	33%	13%	3%
Our country is probably no better than many others	27	37	29	8
* Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense	16	54	25	5
Our responsibility to people of other nations ought to be as great as our responsibility to people of our own nation	12	48	28	13
* Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action	3	17	52	28

Table 19 - continued

	Strongly Disagree	Disagree	Agree	Strongly Agree
* We should strive for loyalty to our country before we can afford to consider world brotherhood	7%	35%	49%	9%
An international police force ought to be the only group in the world allowed to have armaments	20	49	24	6
Our country should permit the immigration of foreign peoples even if it lowers our standard of living	8	39	45	9
We should teach our children to uphold the welfare of all people even though it may be against the best interests of our country	6	28	57	9

Miami students overwhelmingly eschewed the most drastic of the nationalistic and internationalistic statements (disagreeing that "our country should have the right to prohibit certain racial and religious groups from entering it to live" and agreeing that "our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action."), but were inconsistent on the index in general. Most respondents felt that we should strive for loyalty to our country before considering world brotherhood and denied that our responsibility to the people of other nations is as great as our responsibility to our own people; on the other hand, a majority of undergraduates would cooperate in international trade agreements that might favor others at our expense, would teach their children to uphold the welfare of all people even if it conflicted with the country's best interests, and even would permit the immigration of foreign peoples regardless of the impact on the national standard of living.

Judging from their responses to this index, members of Greek-letter organizations are more nationalistic than nonmembers, and Republicians are more nationalistic than are Democrats and Independents. Freshmen are noticeably less international-minded than are other students — while seniors are slightly more so. Although it would be a methodological exaggeration to try to interpret the differences between classes in a longitudinal manner in this study, this finding adds credence to the assumption that one of the effects of college is to make an individual more tolerant of and sympathetic to other cultures and peoples.

The final political dimension to be examined in this study — the extent of antiwar sentiment among Miami students — was measured by six of the items on a Pacifism Scale created by Snell Putney in 1962. The statements in this index, which are in Table 20, were designed to determine the degree to which persons viewed war as an acceptable or unacceptable part of the modern world. A student's score on this index could range from 1 (the perfect "militaristic" attitude) to 4 (the perfect "pacifistic" attitude). The grand mean for Miami undergraduates is 2.72 — or closer to the pacifistic position.

Table 20. Degree To Which Miami Students Agree Or Disagree With Items On The Pacifism Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
The U.S. must be willing to run the risk of war if necessary to prevent the spread of Communism	12%	36%	42%	11%
If disarmament negotiations are not successful, the U.S. should begin a gradual program of unilateral disarmament (that is, disarm whether other countries do or not)	24	50	21	5
Pacifist demonstrations, such as picketing missile bases or conducting peace walks, are harmful to the best interests of the American people	28	55	14	3
The U.S. has no moral right to carry its struggle against Communism to the point of risking the destruction of the human race	4	18	48	29
It is contrary to my moral principles to participate in war and the killing of other people	7	30	38	25
The real enemy today is not Communism but rather war itself	4	25	46	26

Perhaps the most conceptually important statement in the index, "It is contrary to my moral principles to participate in war and the killing of other people," attracted the agreement of 63 percent of the respondents. A large majority of students also supported the ideas that "the real enemy today is not Communism but rather war itself" and "the United States has no moral right to carry its struggle against Communism to the point of risking the destruction of the human race." Paradoxically, however, a slight majority of undergraduates went along with a more softly-worded version of the latter item: "The United States must be willing to run the risk of war if necessary to prevent the spread of Communism." And despite their obvious distaste for war, nearly three-fourths of the respondents disapproved of unilateral disarmament by this country.

Once again, there was a significant difference between students on the basis of their political party affiliation: Republicans were noticeably less pacifistic in the responses to the index than were Democrats and Independents. Antiwar feeling also was more pronounced among upperclass students than freshmen. There was little difference between men and women on this dimension.

III. SOCIAL ATTITUDES

Although freshmen of the late 1970s appear to be less liberal in their political beliefs and less idealistic in their personal values than were first-year students earlier in the decade, a different picture emerges when one examines their position on the role of women and the use of marijuana.

Table 21. Percentage Of Members Of The 1977 and 1971 Freshman Classes At Miami, By Sex, Who Agree With Statements Relating To The Role Of Women And Marijuana Use

		Male	Female	All Freshmen
The activities of married women are best confined to the home and family	1977	33%	14%	23%
	1971	47	25	36
Women should receive the same salary and opportunities for advancement as men in comparable positions	1977	88	98	93
	1971	87	96	91
Marijuana should be legalized	1977	62	44	52
	1971	31	23	27

Table 22. Percentage Of Members Of The 1977 And 1971 Freshman Classes, Both At Miami And Nationwide, Who Agree With Statements Relating To The Role Of Women And Marijuana Use

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
The activities of married women are best confined to the home and family	23%	22%	36%	34%
Women should receive the same salary and opportunities for advancement as men in comparable positions	93	94	91	91
Marijuana should be legalized	52	55	27	29

Whereas more than one-third of the freshman class of 1971 — both at Miami and nationwide — endorsed the proposition that "the activities of married women are best confined to home and family," less than one-fourth of last year's freshmen had this view. This shift in attitude, which can be attributed at least in part to the impact of the Women's Movement, characterized the members of both sexes at Miami and nationally. However, a greater proportion of men than women (33% to 14%) continued to embrace the restrictive definition of a woman's societal role. On the other hand, the percentage of freshmen, regardless of sex, who have favored job equality for women has remained extremely high throughout the decade (88% of the men and 98% of the women held this view in 1977).

Even more striking than the more liberal attitude toward the place of women is the view of students about marijuana. A majority of the members of last year's freshman class supported the legalization of marijuana — compared to only slightly more than a fourth of the 1971 students. On this issue, Miami freshmen were quite in step with their contemporaries at other schools. There was a sharp difference between the opinion of last year's male and female freshmen at Miami (more so than existed nationally) on the marijuana question: more than 60 percent of the men favored legalization, while only a minority of the women did. This represented a greater split between the sexes on this issue than had been true of the 1971 class.

In contrast to the liberal trend in student thinking on the two issues discussed above, freshmen have become increasingly less sympathetic over the decade to educational programs that favor the disadvantaged.

Table 23. Percentage Of Members Of The 1977 And 1971 Freshman Classes At Miami, By Sex, Who Agree With Statements Pertaining To Educational Opportunity For The Disadvantaged

		Male	Female	All Freshmen
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	1977	21%	23%	22%
	1971	37	30	33
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	1977	21	18	20
	1971	26	24	25
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	1977	76	76	76
	1971	74	74	74

Table 24. Percentage of Members Of The 1977 And 1971 Freshman Classes, Both At Miami And Nationwide, Who Agree With Statements Pertaining To Educational Opportunity For The Disadvantaged

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	22%	30%	33%	38%
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	20	26	25	29
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	76	78	74	79

The percentage of Miami freshmen who supported preferential treatment for disadvantaged individuals dropped from 33 percent in 1971 to 22 percent in 1977. This decline was steeper than what occured nationally, where 30 percent of last year's freshmen favored preferential treatment, and was particularly great among male students. These findings could well reflect the increased concern among college students about jobs and the realization of the keen competition that exists for many positions in the professions. The idea of open admissions at public colleges, not a popular plan earlier in the decade, attracted even fewer backers from the 1977 freshman class. It is clear from the responses to the three items in the above tables that an overwhelming percentage of first-year students, particularly those at Miami, oppose special advantages for certain individuals, either in admission or graduation, regardless of their personal circumstances or background handicaps.

One of the changes which occurred in the values of students in the late 1960s and was carried over into this decade was a desire for greater sexual freedom and a more open sexual morality. Nevertheless, the responses to several items in the Astin survey show that contemporary freshmen, including those at Miami, may not be as radical on these matters as the media have pictured them or as school authorities may fear.

Table 25. Percentage Of Members Of The 1977 And 1971 Freshman Classes At Miami, By Sex, Who Agree With Statements Pertaining To Sex And Marriage

		Male	Female	All Freshmen
Abortion should be legalized	1977	60%	57%	58%
	1971	85	81	83
A couple should live together for some time before deciding to get married	1977	54	37	45
	1971	54	36	44
Parents should be discouraged from having large families	1977	60	53	56
	1971	76	76	76
If two people really like each other, it is all right for them to have sex even if they have known each other for only a very short time	1977	70	32	50
	1971	68	32	49

Table 26. Percentage Of Members Of The 1977 And 1971 Freshman Classes, Both At Miami and Nationwide, Who Agree With Statements Pertaining To Sex And Marriage

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
Abortion should be legalized	58%	61%	83%	82%
A couple should live together for some time before deciding to get married	45	49	44	46
Parents should be discouraged from having large families	56	57	76	76
If two people really like each other, it is all right for them to have sex even if they have known each other for only a very short time	50	53	49	46

Only 50 percent of Miami freshmen last year agreed with the idea that sex is OK if people like each other, and less than half believe that it is desirable for people to live together before marriage. There is a sharp division between men and women on this subject, with the former holding a freer attitude toward sexual behavior: a majority of male freshmen at Miami thought it was desirable for persons to live together before marriage, and more than two-thirds agreed that sex is OK if people like each other. Even though a majority of freshmen favor the legalization of abortion, there has been a steep decline since 1971 in the percentage of those who do. One factor which has undoubtedly influenced this trend has been the increased publicity given to the ethical concerns surrounding abortion by "right to life" groups since the Supreme Court decision of Roe v. Wade.

The proportion of Miami freshmen who indicated that they plan to marry within a year after college has dropped from 29 percent to 19 percent in the period of years covered in this study, according to Astin. The decline has been especially great among women. However, there has also been a sharp fall in the percentage of freshmen who agreed with the proposition that parents should be discouraged from having large families —— although a majority of students still support this idea.

To better understand the extent to which Miami undergraduates subscribe to what has been termed the new code of sexual morality, participants in the Student Life Research Service survey were asked to indicate whether they considered several types of sexually-related activities to be morally acceptable or unacceptable as a form of behavior by other people. The items in Table 17 collectively constitute the Sexual Morality index, on which scores once again can range from 1 to 4 —— from a highly traditional view of sexual relations to a very loose attitude toward these matters. With a grand mean of 2.15, Miami undergraduates are closer to the first of these outlooks.

Table 27. Degree To Which Miami Students Believe That Activities In The Sexual Morality Index Are Morally Acceptable

	Very Unacceptable	Unacceptable	Acceptable	Very Acceptable
Having casual premarital sexual relations	11	22	46	22
Exchanging married partners among couples	53	34	11	2
Having extramarital sexual relations (sexual relations with a person other than one's spouse)	50	39	11	1
Having children outside formal marriage	31	37	30	3
Engaging in homosexual activity	43	28	27	3
Selling obscene or pornographic literature	17	30	47	6

A heavy majority deemed such conduct as exchanging married partners among couples, having extramarital sexual relations, engaging in homosexual activity, and having children outside formal marriage to be morally unacceptable. The students felt particularly strongly against the first three of these: the greatest number of respondents viewed these activities as very unacceptable. In contrast, more than half of Miami undergraduates consider the selling of obscene or pornographic literature to be an acceptable form of behavior, and two-thirds feel this way about casual premarital sexual relations.

From their response to the index items, women students appear to hold a much stricter definition of sexual morality than do men. Accordingly, it was no surprise to find that education majors (most of whom are females) tended to disapprove more strongly of the activities listed above than did most Miami undergraduates, while business majors (most of whom are male) found this conduct to be less objectionable than did the average student. However, the variable of sex was not a factor in the case of social science majors, who also espoused a more tolerant attitude toward this type of behavior. In addition, the index score showed Republicans to be more traditional in their attitude than Democrats and Independents, residence hall students more than individuals living in fraternity houses or private dwellings off-campus, and persons who identified with a religious faith more than those who did not.

IV. RELIGIOUS BELIEFS

National surveys of college students during the past decade have identified a gradual decline in the emphasis placed on religious values. Nevertheless, as was reported earlier in this study, nearly 40 percent of Miami's undergraduates considered religious beliefs and activities to be a very important part of their lives, while only one-fourth regarded religion as unimportant. From these findings, one might reasonably conclude that a sizeable portion of the student body holds deep religious convictions and maintains great respect for the role of the church in society. A Religiosity Index was developed to determine the intensity of this faith; this 12- statement instrument, which is presented in Table 28, was designed to measure attitudes toward religious doctrine, the Bible, immortality, prayer, God, and the Church. The responses to each item in this index, following the pattern of others in this study, can be characterized as representing acceptance or non-acceptance of religion. Scores on this scale range from 4 (a very positive attitude toward religion) to 1 (a very negative attitude). The grand mean for Miami undergraduates was 2.70 — a rough indication of the religious bent of the student body. The religious convictions of the survey participants were further illuminated by their responses to the index items: a majority of students concurred with the "pro" religion position on each statement.

Table 28. Degree To Which Miami Students Agree Or Disagree With Statements In The Religiosity Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am quite convinced of the reality of God	10	19	29	43
The idea of God gives me a sense of security	9	17	39	35
If the biblical accounts conflict with the findings of science, then the Bible must give way	16	40	33	11
The belief in God is fundamental in my life	14	26	34	27
It is inconceivable for a rational mind to believe that all people who have lived since the beginning of time are still existing somewhere	16	48	29	7
The orderliness of the universe is a result of a divine plan	11	23	48	18
God hears and answers one's prayers	18	17	40	25
God will, depending on how we behave on earth, reward or punish us in the world to come	19	29	36	16
I believe the Bible is the inspired word of God	11	28	38	24
I am sometimes very conscious of the presence of God	10	25	37	28
The good done by organized religion is not worth the money and energy spent on it	25	54	13	8
Belief in God makes life on earth more worthwhile	9	19	41	32

The strength of these beliefs was vividly demonstrated by the large percentage of students who strongly agreed with such statements as "I am quite convinced of the reality of God" or "The belief of God is fundamental in my life." Whatever the national trend in the religious orientation of college students may be (and this study offers no data on this matter), the notion that "God is dead" does not appear to apply to Miami undergraduates.

The analysis by demographic subgroups revealed some striking differences in the responses of students to this index. Women, residence hall students, and undergraduates for whom Miami was the first college they attended seemed more positive toward religious values than were men, off-campus persons (a large proportion of whom are male), and transfer students. In addition, respondents who come from small towns and suburbs of a large city tended to have higher "pro-religion" scores than the average student, while individuals from medium-sized cities and especially large cities had lower scores.

V. PERCEPTIONS OF STUDENT POWER

Although today's college students have largely abandoned their confrontation tactics of the 1960s — marches, demonstrations, sit-ins, massive protest meetings —— the general placidity of the campus should not be interpreted to mean that undergraduates are willing to accept a return to in loco parentis. This is is clearly demonstrated by the responses of first-year students, both at Miami and nationally, to items on the Astin survey pertaining to college supervision of student life.

Table 29. Percentage Of Members Of The 1977 and 1971 Freshman Classes At Miami, By Sex, Who Agree With Statements Pertaining To Student Power

		Male	Female	All Freshmen
College officials have the right to regulate student behavior off-campus	1977	11%	6%	8%
	1971	16	10	13
Faculty promotions should be based in part on student evaluations	1977	71	75	73
	1971	71	64	67
College grades should be abolished	1977	19	16	17
	1971	46	49	48
Student publications should be cleared by college officials	1977	19	18	19
	1971	40	34	37
College officials have the right to ban persons with extreme views from speaking on campus	1977	17	17	17
	1971	24	24	24

Table 30. Percentage Of Members Of The 1977 And 1971 Freshman Classes, Both At Miami And Nationwide, Who Agree With Statements Pertaining To Student Power

	Miami 1977	Nationwide 1977	Miami 1971	Nationwide 1971
College officials have the right to regulate student behavior off-campus	8%	10%	13%	17%
Faculty promotions should be based in part on student evaluations	73	76	67	70
College grades should be abolished	17	17	48	47
Student publications should be cleared by college officials	19	27	37	44
College officials have the right to ban persons with extreme views from speaking on campus	17	20	24	28

Only a small fraction of last year's freshmen approved of the regulation of off-campus living, student publications, and speakers. Indeed, the figures suggest that today's students are even less willing to accept these restraints than were their counterparts in 1971, when campus discord was still a regular part of the American scene. In addition, a slightly greater proportion of the 1977 freshman class backed the idea of student evaluation of faculty than did freshmen earlier in the decade. Entering students at Miami appeared more sensitive to the issue of press freedom than did those elsewhere; fewer freshmen at this institution agreed that college officials have the right to clear student publications. Although students have grown increasingly resistant to the interference of school authorities in student life areas, they have dramatically reversed their revulsion of grades. In 1971, when any formal means of evaluation was denounced by many as part of the corrupt establishment in higher education, nearly half of the participants in the Astin survey favored abolishing grades. In last year's freshman class, less than one-fifth did so. This development may be related to the growing emphasis placed by today's students on material values — as accomplished by getting ahead in a conventional career. Many freshmen correctly view grades as a useful tool in competing more effectively for choice jobs and admission to professional or graduate schools. Hence a process considered dehumanizing by a sizeable segment of undergraduates earlier in the decade is now clearly back in vogue on campus.

A related matter which deserves exploring is the extent to which students feel that they exercise control over their environment — both at college and in the "outside world." According to the Astin survey, more than 40 percent of the members of the 1977 freshman class believed that they could do little to change society;

somewhat fewer students took this view earlier in the decade. To obtain a crude measurement of the sense of anomie which exists among Miami undergraduates in terms of their relationship with college authorities, the participants in the Student Life Research Service survey were presented with the Campus Powerlessness Index; the three items in this instrument were adapted from statements in the Powerlessness Scale, constructed by Neal and Seeman (1964). A score of 1 on this index signified strong confidence in the belief that a student can have influence with the University, while 4 denoted an absence of confidence. Miami undergraduates appeared to be closer to the latter position, as reflected by the grand mean (2.75) and their responses to each of the statements. Less than one-third of those surveyed felt that the average student can have an influence on University decisions and more than 60 percent indicated that they feel helpless in the face of what is happening at Miami.

Table 31. Degree To Which Miami Students Agree Or Disagree With Items On The Campus Powerlessness Index

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students like myself have little chance of protecting our personal interests when they conflict with those of the university	4	23	49	24
The average student can have an influence on university decisions	20	48	25	6
More and more, I feel helpless in the face of what is happening at Miami University	6	33	42	19

CONCLUSION

In a time of rapidly changing social ideals and definitions of morality, young people today face a difficult dilemma in prioritizing their sense of values. The last decade has witnessed many dramatic changes in the outlook of American youth, departures from traditional norms which Yankelovich has aptly termed the "New Values." With the uprooting of the old mores, it is natural to expect considerable confusion on the part of college students about what their values should be. Groping for some criterion on which to base their attitudes and actions in politics, sex and marriage, religion, career choice and life goals, young people are finding that once-comfortable past standards are no longer reliable guides and that they are largely on their own in selecting among the plethora of values alternatives.

Traditionally, values training has been the province of family and church. But these sources have been unsuccessful in keeping up with the revolution in social and moral attitudes and behavior. As a consequence, schools at all levels have become involved with the difficult job — and they should be. This is not to suggest that colleges and universities should try to instill a particular set of values, even if they were able to do so (which is unlikely). Rather, an effort should be made to provide a framework with which students will be able to judge intelligently a variety of value systems. Educators at Miami, whether they teach specialized disciplines or deal with personal counseling or student development, must take the responsibility for helping students learn how to recognize the values choices available to them and to act on the ones they select.

APPENDIX A. METHODOLOGY OF INDEX CONSTRUCTION

I. PERSONAL VALUES INDICES

The personal values explored in this portion of the survey — intellectualism, social skills, loyalty to one's group, academic achievement, physical development, status, and creativity — were measured on the basis of items drawn directly from or heavily adapted from a 1965 study by William Scott (Values and Organization: A Study of Fraternities and Sororities). Ten statements from each area were administered to an introductory political science class of 65 students. As a result of an item analysis, using Pearson's r coefficients, the indices were reduced to between three and six statements. A random sample of 205 Miami undergraduates were then asked to respond to the remaining items to test the internal consistency of each index. This sample was employed to test the other indices in this study as well. Cronbach's alpha coefficient was used as the measure of homogeniety: intellectualism (.70), social skills (.74), loyalty (.62), academic achievement (.80), physical development (.80), status (.63), and creativity (.71).

II. CONSERVATISM - LIBERALISM - RADICALISM INDEX

This 10-item Likert-type scale was developed from an original pool of 45 statements, drawn in part from indices used by Kerlinger (Social Attitudes Scale, 1963), Nettler and Huffman (The R-C Scale, 1957), Kimbrough and Hines (The Florida Scale of Civic Beliefs, 1963), and Rundquist and Sletto (The Economic Conservatism Scale, 1936). The original items were submitted to a "panel of opposites" — 15 persons known by the author to hold sharply diverse political and economic viewpoints; statements which did not discriminate among these individuals were eliminated. The remaining items were administered to the introductory class referred to in I, and the index was further reduced on the basis of an item analysis. The alpha coefficient for the index (based on the random sample of 205 undergraduates referred to above) was .83.

III. CIVIL LIBERTIES INDEX

This index was composed of six items from the Specific Application of Free Speech and Procedural Rights Scale (McCloskey, 1964), one statement from the Free Speech and Opinion Scale by the same individual, and one other item about due process crafted by the author of this report. The introductory political science class referred to in I responded to the index and, following an item analysis, the instrument was maintained intact. The alpha coefficient (based on 205 randomly-selected undergraduates) was .80.

IV. WORLDMINDEDNESS SUB-INDEX

Eight iems of the Worldmindedness Scale (Sampson and Smith, 1957) were administered to the random sample of 205 undergraduates; the alpha coefficient was .68.

V. PACIFISM INDEX

The introductory political science class mentioned in I was asked to respond to the seven-item Pacifism Scale (Putney, 1962). Following an item analysis, one of the statements in the instrument ("Pacifism is simply not a practical philosophy in the world today") was dropped because it correlated poorly with the others. The remaining items were administered to the random sample of 205 undergraduates, and the resulting alpha coefficient was .70.

VI. SEXUAL MORALITY INDEX

The random sample of undergraduates were asked to react to six items representing some of the major, contemporary concerns and controversies in the area of sexual morality. The alpha coefficient was .77.

VII. RELIGIOSITY INDEX

The 12 items in this index were selected from an original list of 50 statements, which were drawn from or adapted from numerous instruments designed to measure religious attitudes. Included were the Religionism Scale (Ferguson, 1944), Religiosity Belief Pattern Scale (Kirkpatrick, 1935), The Religious Attitude Inventory (Ausubel and Schpoont, 1957), The Religion Scale (Bardis, 1961), and the Religious Belief Scale (Martin and Nichols, 1962). This initial collection of items was distributed at a meeting of the Miami Campus Ministers; these individuals were asked to evaluate each statement as to how well it differentiated between a favorable and unfavorable attitude toward religion. Based on the ministers' appraisal, 20 items were submitted to a "panel of opposites", consisting of individuals known by the author to have strongly varying attitudes toward religion. Only 12 of the statements discriminated sufficiently enough to be retained. These items, in turn, were administered to the introductory class mentioned in I, and the subsequent item analysis showed strong intercorrelations among all of the statements. The alpha coefficient (based on the responses of 205 randomly-selected students) was .90.

VIII. CAMPUS POWERLESSNESS INDEX

This instrument consists of three of the seven items on the Powerlessness Scale (Neal and Seeman, 1964) — reworded to apply to student-college relationships. The alpha coefficient, based on the random sample of undergraduates, was .70.

APPENDIX B: DEMOGRAPHIC DATA

Percentage and number of students in each subgroup who responded to the survey:

Academic Division	Pct.	N
A) Arts & Sciences--Humanities	9%	34
B) Arts & Sciences--Social Science	20	79
C) Arts & Sciences--Natural Science	15	58
D) Business	24	92
E) Education	21	82
F) Applied Science	5	19
G) Fine Arts	4	17
H) Interdisciplinary Studies	3	10
Sex		
A) Male	48%	186
B) Female	52	204
Member of Social Sorority or Fraternity		
A) Yes	30%	118
B) No	70	269
Local Residence Status		
A) Live in a residence hall	64%	253
B) Live in a fraternity house	8	30
C) Unmarried and live in private housing in Oxford	26	103
D) Married and live in private housing in Oxford or in Miami Manor	2	7
E) Live with parents or relative and/or commute to Miami University	1	2
Transfer Student or Not		
A) Full-time student at another college prior to coming to Miami	15%	61
B) Miami University is the first college attended on a full-time basis	85	332
Grade-Point Average		
A) 3.5 to 4.0	16%	65
B) 3.0 to 3.49	32	128
C) 2.5 to 2.99	35	139
D) 2.0 to 2.49	15	60
E) 1.99 or below	1	5

	Pct.	N
Degree Aspirations		
A) An associate degree	5%	19
B) A baccalaureate degree	41	160
C) A master's degree	40	156
D) A Ph.D. or professional degree	15	60
Type of Home Community		
A) Rural farm, village	5%	20
B) Small town (under 10,000)	8	30
C) Medium-sized town (10,000 to 30,000)	23	91
D) Small city (30,000 to 100,000)	20	81
E) Medium-sized city (100,000 to 500,000)	11	44
F) Large City (over 500,000)	9	37
G) Suburb of a large city	24	94
Parental Educational Level		
A) Non-high school graduate	6%	22
B) High school graduate	14	54
C) Some college	19	77
D) Baccalaureate degree	34	134
E) Master's degree	16	64
F) Ph.D. or professional degree	12	46
Religious Faith		
A) Protestant	54%	214
B) Roman Catholic	27	106
C) Jewish	7	26
D) Other	13	50
Political Party Affiliation		
A) Democratic	39%	154
B) Republican	33	131
C) Independent	24	96
D) Other	4	15
Class Rank		
A) Freshman	31%	124
B) Sophomore	22	88
C) Junior	27	107
D) Senior	20	78